

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) ☒ Elementary ☐ Middle ☐ High ☐ K-12 ☐ Other
☐ Charter ☐ Title I ☐ Magnet ☐ Choice

Name of Principal: Mrs. Amy Gregory

Official School Name: Chukker Creek Elementary School

School Mailing Address:
1830 Chukker Creek Road
Aiken, SC 29803-6828

County: Aiken State School Code Number*: 0201056

Telephone: (803) 641-2474 Fax: (803) 641-2537

Web site/URL: <http://www.aiken.k12.sc.us/schools/chukker/index.htm> E-mail: agregory@aiken.k12.sc.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Dr. Elizabeth Everitt

District Name: Aiken County School District Tel: (803) 641-2428

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Dr. Christine Harkins

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aka Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- | | |
|-----------|---------------------|
| 20 | Elementary schools |
| 10 | Middle schools |
| | Junior high schools |
| 7 | High schools |
| 4 | Other |
| 41 | TOTAL |

2. District Per Pupil Expenditure: 6410

Average State Per Pupil Expenditure: 8577

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☒ Suburban school with characteristics typical of an urban area
☐ Suburban
☐ Small city or town in a rural area
☐ Rural

4. 2 Number of years the principal has been in her/his position at this school.

5 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	8	5	13	7			0
K	59	44	103	8			0
1	57	65	122	9			0
2	69	63	132	10			0
3	55	65	120	11			0
4	56	65	121	12			0
5	72	68	140	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							751

6. Racial/ethnic composition of the school: _____ % American Indian or Alaska Native
 _____ 2 % Asian
 _____ 19 % Black or African American
 _____ 3 % Hispanic or Latino
 _____ % Native Hawaiian or Other Pacific Islander
 _____ 73 % White
 _____ 3 % Two or more races
 _____ **100 % Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 6 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	26
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	21
(3)	Total of all transferred students [sum of rows (1) and (2)].	47
(4)	Total number of students in the school as of October 1.	751
(5)	Total transferred students in row (3) divided by total students in row (4).	0.063
(6)	Amount in row (5) multiplied by 100.	6.258

8. Limited English proficient students in the school: 7 %

Total number limited English proficient 52

Number of languages represented: 12

Specify languages:

Arabic, Cantonese, French, Gujarati, German, Japanese, Korean, Portugese, Russian, Spanish, Vietnamese, Other

9. Students eligible for free/reduced-priced meals: 36 %

Total number students who qualify: 273

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

According to a representative from the South Carolina Department of Education, the school's poverty level index is 40.1%. This percent is calculated by including not only students on free/reduced price lunch, but also students who are on Medicaid. The total number of students who qualify should be our school's enrollment times 40.1%. This is the methodology that SC Department of Education uses to calculate the school poverty level that is reported on the school report card.

Please see following:

Total number students who qualify for free/reduced price lunch: 183

Number of student on Medicaid: 43

$183+43=226$ $226/751=40.1\%$

10. Students receiving special education services: 9 %

Total Number of Students Served: 66

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>4</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>7</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>11</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>27</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>17</u> Multiple Disabilities	<u>4</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>36</u>	<u>0</u>
Special resource teachers/specialists	<u>11</u>	<u>3</u>
Paraprofessionals	<u>19</u>	<u>0</u>
Support staff	<u>11</u>	<u>1</u>
Total number	<u>79</u>	<u>4</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 21 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	95%	93%	94%	94%	96%
Daily teacher attendance	93%	93%	97%	96%	97%
Teacher turnover rate	5%	10%	5%	5%	5%

Please provide all explanations below.

* The following data relates to attendance rates under 95%. In 2007-2008 and 2006-2007 Chukker Creek had two teachers on maternity leave. Student attendance remains a issue that we struggle with as parents take their children out of school to go on vacations. Parents are required to meet with the administration when they have three unexcused absences.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	<u>0</u>	
Enrolled in a 4-year college or university	<u>0</u>	%
Enrolled in a community college	<u>0</u>	%
Enrolled in vocational training	<u>0</u>	%
Found employment	<u>0</u>	%
Military service	<u>0</u>	%
Other (travel, staying home, etc.)	<u>0</u>	%
Unknown	<u>0</u>	%
Total	<u>100</u>	%

PART III - SUMMARY

Nestled in the midst of horse farms and homes, our school sits at the edge of our small city. The location was selected fourteen years ago by the district board in order to move students away from the congestion in town into a calmer, safer setting. The school blended students, faculties, parents, and communities from three schools into a united group. Originally constructed to house a maximum of 600 children in kindergarten through grade five, the addition of a new wing during the 2005-2006 school year allowed us to grow to our current enrollment of 751 students.

A profile of our student body reveals great diversity. Our school serves students who reside in multi-family trailer parks, the local Salvation Army shelter, moderately priced single housing developments, and in the most affluent country club neighborhood in the county. School-readiness and individual abilities vary from those students with developmental delays, to those with disabilities challenging them physically, emotionally and cognitively, to those with average and above abilities. Although many of our students come from supportive home environments with involved parents, some come from situations that are not especially supportive of education. Of our 751 students, 72 % live in two parent families, 26% in single parent homes, and 2% with grandparents, guardians, or in foster care. Ethnicity is diverse with 72.8% of the students being Caucasian, 19.4% African American, 2.5% Hispanic, 2.4% Asian and 2.9% other nationalities. Seven percent of our students qualify for services through the district's English for Speakers of Other Languages (ESOL) program. Twenty-four percent of our students receive free or reduced meals at school.

Citizens in our community set high expectations for their schools and provide support for meeting these challenges. The community established a private foundation (Public Education Partners), funded by local businesses and industries, that is dedicated to strengthening and improving educational opportunities for all students within our county. Many businesses provide grant opportunities, enabling teachers to pursue special projects. Students benefit greatly from the area Math/Science Initiative Hub, local federal projects, and a university campus.

Throughout its history, Chukker Creek has been recognized for outstanding performance in a variety of areas. For six consecutive years we have been the recipient of the Palmetto Gold Award established by the South Carolina Education Accountability Act for schools performing at the highest levels of student achievement. Chukker Creek was a finalist for the Carolina First Palmetto's Finest award which recognizes a few schools that offer excellent instruction and outstanding leaders, amplified by strong family and community involvement and a supportive business community. In 2007, Chukker Creek received the coveted Red Carpet School award from the South Carolina State Department of Education for quality customer service and a family friendly environment. Also in 2007, the School Improvement Council at Chukker Creek received the prestigious Dick and Tunky Riley School Improvement Award. This award is given to the school improvement council that demonstrates exemplary leadership and action resulting in improved public education in their community. In addition, every year, the school has successfully met all objectives to attain "Adequate Yearly Progress."

The faculty and staff are dedicated to meeting the needs of our students and exceeding expectations. Our goal, as stated in our mission statement, is to provide a safe, nurturing environment in which all students are challenged to meet high standards in academics and integrated arts. The faculty and staff work collaboratively with parents and the community to develop responsible, productive citizens of strong character. Working together as a collegial unit, we strive to make our school a place where our motto becomes reality: "At our school, all children are champions!"

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The Palmetto Achievement Challenge Test (PACT) is a standards-based accountability measurement of student achievement in four core academic areas: English Language Arts (ELA), mathematics, science, and social studies. PACT items are aligned with the state curriculum standards developed for each discipline. PACT ELA tests and the mathematics tests include both multiple-choice and constructed-response items. Each ELA test also includes one extended response item. The PACT student performance indicators are:

Advanced: The student exceeded expectations for student performance.

Proficient: The student is well prepared to work at the next grade level; met expectations.

Basic: The student had met minimum expectations for student performance.

Below Basic: The student has not met minimum expectations for student performance.

All Chukker Creek students in grades 3-5, including students with disabilities and those with English as a Second Language (ESOL), participate in the PACT assessment and are tested on grade level.

Accommodations and/or modifications are made according to Individual Education Plans (IEPs). Further information on the state assessment process may be found at the website:

<http://www.ed.sc.gov/agency/offices/assessment/pact/>.

Assessment data is received by the schools during the summer. Data analysis is conducted by the administration and teachers to identify areas of strength and weakness; to set goals; to revise and adjust instructional practices, resources, and materials; to plan interventions; to differentiate instruction; and to plan professional activities.

According to the data, the number of students scoring Proficient or Advanced in mathematics continues to increase in grades 3-5. (see charts) This increase occurred in each subgroup in each grade level in the area of mathematics throughout the five years. Reading scores seem to be inconsistent. Although there is an overall increase in the number of students scoring Proficient and Advanced within the five year time span, the percentage has dropped in some years. For example, the percent of fifth graders meeting standard went from 43% in 2004 to 60% in 2006. However, the following year dropped again to 45% in 2006. This number increased to 61% in 2008.

At Chukker Creek, an after school academic assistance program is offered to students scoring Below Basic. Parents of all students are provided a copy of their child's assessment results at the first parent conference. PACT scores at Chukker Creek for all grades tested have exceeded the district and state scores in all subtests. This has resulted in the school meeting all objectives required to make Adequate Yearly Progress, as outlined in the No Child Left Behind legislation. Chukker Creek demonstrates some disparity in scores between racial and socio-economic subgroups with fewer African-American and subsidized meal students scoring Proficient and Advanced (see chart). However, percentages have increased over the five years indicated. As a result, Chukker Creek has received a report card rating of "Good" or "Excellent" each year.

2. Using Assessment Results:

The goal of assessment is to meet the instructional needs of each student in order to improve learning. Results from a variety of assessment tools are used to identify student learning needs, to plan classroom instruction, and to determine the effectiveness of instruction. Information from informal and formal assessment results helps to make decisions for staff development, instructional support, and curriculum changes.

Teachers and administrators meet to analyze test data which is used in the decision – making process of assessing the current/future needs of the students, deciding what to change, determining if goals are met, identifying causes of problems, aligning instruction to the South Carolina State Standards, and targeting appropriate interventions to improve learning.

Common planning periods allow for teachers within a grade level to analyze grade level trends, tailor interventions, and share successful practices. Grade level teachers meet weekly with administration to discuss instructional needs and possible changes to instruction in order to differentiate student learning. Staff development is provided on Wednesday afternoons based on needs as determined through assessment data. Teachers have been trained in Thinking Maps, Write from the Beginning, Measures of Academic Progress (MAP), and the five components of reading instruction.

Students are identified for the after-school tutorial program, enrichment program and small-group instruction based on the previous year's PACT assessment and MAP. Student progress is analyzed and reviewed after each benchmark of MAP to evaluate the effectiveness of instructional practices.

3. Communicating Assessment Results:

Parents and the community receive a copy of the annual school report card, a document issued by the South Carolina Department of Education that provides the school's grade. Schools receive an absolute rating, an improvement rating and an indicator of adequate yearly progress under the No Child Left Behind Act. The report card includes the school's PACT scores by grade and among subgroups. It also provides a detailed school profile with information on attendance, retention rates, teacher qualification and expenditures, as well as survey results from parents, students, and teachers on home/school relations and the learning environment. Performance is reported by grade and school and is compared to district and state results. PACT scores are communicated to the community through newspapers and local media. PACT performance results are presented to the School Improvement Council in the Annual Summary Report to the Community and to the school board. Chukker Creek has met all objectives for adequate yearly progress (AYP).

The foundation for good parent, teacher, and community relationships is frequent and open communication. Students and parents come to Chukker Creek the week before school begins to meet their new teachers. Students are given agendas for assignments and facilitating communication between home and school. Chukker Creek Chatter, a monthly newsletter, advises parents of upcoming events. Many teachers maintain individual class websites to inform parents of homework and projects. Parents may also access the school, district, and state web sites.

Teachers communicate with parents and students on a daily basis through graded papers, notes in agendas and weekly folders. Progress Reports are sent home every two weeks with student averages and comments. Formal report cards are generated every nine weeks. In the fall, a conference day is scheduled to meet with each student's parent. At this conference, parents receive a state test score report, current class grades and a copy of the South Carolina Curriculum Standards. The goal is to meet with 100% of the parents.

4. Sharing Success:

In keeping with a strong history of tradition and pride, we strive to communicate our accomplishments with our stakeholders. Over the past years, our school has been recognized for outstanding achievement. We are honored recipients of the Dick and Tunky Riley School Improvement Award, Palmetto's Finest Award Finalist, and Palmetto Gold and Silver Award. We were also selected as a South Carolina Red Carpet School because we provide a warm, inviting atmosphere where parents and students feel part of the school family.

Our local and state newspapers promote many exciting events and activities happening at our school. We keep parents and teachers informed through the use of our website, our monthly newsletter Chukker Creek Chatter,

brochures and school tours. Teachers share information through the use of class newsletters and/or websites. Our school website has information about important dates, special programs and events, classroom activities, and school accomplishments. Every parent and all teachers are members of our PTO. Parents, grandparents, and members of the local community are actively involved on a regular basis.

We strive to share effective methods of instruction with our colleagues and professional community. Bi-weekly teacher meetings are held during planning periods and faculty meetings. Our teachers have presented at district wide share fairs and state conferences. Our principal participates in a weekly meeting with all other area administrators in addition to being an active member of a Leadership Initiative with other Principals in the community.

We open our doors to teachers of the future and annually serve as mentors for high school students through the Teacher Cadet Program. We partner with USC-Aiken to sponsor education majors during their practicum requirement and student internship. A member of our faculty is the District's National Board Certification Liaison, collaborating with Winthrop College to provide all training and mentoring for the county.

We maintain an open door philosophy at Chukker Creek. We strive to keep all of our school staff, parents, and community members informed about activities, events, programs, and school improvement initiatives.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Curriculum and instruction are determined by the South Carolina Curriculum Standards for a diverse group of gifted, special needs, language proficiency and early-intervening services students in the only non-Title I elementary school in our district. The faculty and staff work collaboratively with all shareholders to fulfill our mission of providing a diverse and integrated curriculum and an environment "...in which all students are challenged to achieve high standards in academics and integrated arts..." Our PTO has purchased SMART Boards®, interactive white boards, for nearly every classroom in the school. A variety of assessments are used to measure student progress and determine instructional goals.

Our reading initiative focuses on the five components of Reading: Phonics, Phonemic Awareness, Vocabulary, Fluency and Comprehension. Teachers use classroom rituals and routines, small groups and literacy centers to differentiate instruction, resulting in multiple forms of authentic student work. Selected early childhood students receive reading instruction with a reading interventionist. Our library provides printed and electronic reference sources, computer software, and research project materials. Dramatic presentations are used as well as artifacts/physical objects for historical and literary background. Students participate in the Accelerated Reader Program and the Academy of Reading.

Mathematics is taught primarily with manipulatives. The Sunshine Math and Math Super Stars programs extend opportunities for higher order thinking challenges. Students participate in real life activities such as the local Looney Tunes bank savings program and Math Olympiads, an extra-curricular activity for fifth graders.

A visual, hands-on approach focused on the scientific process is used for science instruction. We are fortunate to be located near the Savannah River Ecology Lab, whose personnel visit the school providing a close up view of reptiles and other local species. Students participate in Lego League competitions, a global program created to get students excited about science and technology.

Social Studies is integrated into other core areas for instruction. The kindergarten students celebrated the 50th day of school with "50's Day." First grade students visited countries "Around the World." Third grade students met Aiken's mayor, town council chairperson and state representative after they created their local government within the classroom. Fourth grade participated in "Colonial Day" where students experience the daily living activities of settlers. We are also fortunate to have a number of French, Japanese, Chinese, Cuban, Brazilian and Russian students on our campus who contribute to our understanding of the world.

The visual arts focus is to have students make the abstract concrete. The expectation every day is for students to explain their process and content as they create and present their art in the manner of various artists and cultures. Students participate in two annual evening art shows.

In music, students participate in singing, reciting, dancing, and playing in ensembles using voice and body percussion as well as pitched and unpitched percussion. Our annual Artist-in-Residence teaches third graders to play the dulcimer. Fourth and fifth graders play the recorder. Our chorus is preparing for the presentation of the Broadway musical, "Wonka, Jr." Guest performers include a bluegrass band, harp demonstration, middle school band and chorus. The Augusta Opera performed "The Pied Piper", "The Pirates of Penzance" and "Pinocchio." The Augusta Symphony performs annually for fifth graders.

Physical education students are highly challenged kinesthetically. They participate in the annual American Heart Association Jump Rope for Heart, local NFL Punt, Pass and Kick and Aquafina MLB Pitch, Hit and Run competitions as well as field day activities. The physical education teacher also produces four newsletters annually on healthy living for students and parents.

Third through fifth grade students receive guidance instruction and participate in peer mediation. The Kiwanis Kids facilitate service learning projects such as the local food bank canned food drive and Toys for Tots. Students hear presentations by Get Smart and Miss South Carolina, and participate in Career Day and Safety Day activities. Students practice character attributes and learn appropriate behaviors as they live our character motto, “At Chukker Creek, character counts. I know what’s right, and I will do it.”

2a. (Elementary Schools) Reading:

Chukker Creek places a strong emphasis upon literacy. The Aiken County School District has implemented a new reading initiative this school year. We are one of seven schools to have a model classroom and a partner teacher to help implement the initiative school wide. This reading model allows us to differentiate instruction to meet the needs of all students. The program encompasses a 90 minute block of uninterrupted time for reading instruction. The reading program has five essential components of reading instruction: phonemic awareness, phonics, fluency, vocabulary comprehension, and text comprehension.

We use literacy centers to actively engage students in a variety of reading based activities. Teachers address the South Carolina ELA standards through read aloud, self selected reading, and writing across the curriculum. In addition, we have a 30 minute writing block where students write with a variety of formats and genres.

Identified students are supported with additional help in reading. Teachers in Grades K-3 administer the DIBELS (Dynamic Indicators of Early Literacy Skills) test. A part-time EIS (Early Intervening Services) teacher works with students identified as at risk based upon DIBELS. The Academy of Reading is available to 2nd graders struggling in reading. These selected students get additional help on literacy skills. Teachers in Grades 3 through 5 analyze MAP scores so they can customize their instruction to address areas of weakness indicated in RIT bands. An after-school program is also being implemented in Grades 3 through 5.

Staff development is crucial to the success of the school-wide reading initiative. A Literacy Team is in place to address school wide issues in reading. Monthly in-services with our partner teacher assist teachers in planning collaboratively across the grade levels. Weekly meetings with administration in UPGRADE (Unit Planning: Goals, Research, Action, Discussion, Evaluation) are utilized to plan and discuss reading issues. In order to monitor student achievement, we use teacher-made tests, Assessment Reading, Accelerated Reader, MAP and the new PASS Test.

3. Additional Curriculum Area:

The mathematics instruction at Chukker Creek is driven by the South Carolina standards. The Harcourt Mathematics textbook series is used in grades K-5. The Aiken County School District’s newly written curriculum guide assists teachers with pacing and planning of instruction. Teachers use direct instruction, a hands-on experience, modeling that builds conceptual understanding, practice using problem solving skills, different mathematical strategies, and remediation. In addition to the textbook, the teachers use other innovative programs. Programs such as Fantastic Five, Math Their Way, Mountain Math, Advanced Daily Math, and Calendar Math are integrated into the curriculum to provide practice and review of previously taught standards. SMART Boards® are used in classrooms as a way to “bring math to life.”

Chukker Creek offers other programs that encourage and challenge the mathematical mind. The Math Superstar program, sponsored by the PTO, is offered in grades 1-5 as a way to challenge students at a higher level of thinking. Students receive a page of challenging problems. They earn points and prizes for correctly answering the problems. Our Computer Assisted Instruction Lab allows each student to develop and maintain mathematical skills at his own instructional level. The computer tracks student progress and allows teachers to pinpoint weaknesses. The Math Olympiad Team challenges fifth grade students as they participate and compete in national mathematics quizzes.

In order to meet the needs of each student, teachers utilize the results from MAP testing to create differentiated learning groups. The first thirty minutes of each day in grades 4-5 are used to teach math skills identified as weak areas in MAP. At Chukker Creek, we believe our mathematics program prepares students to be successful in an ever changing world.

4. Instructional Methods:

At Chukker Creek Elementary, teachers use a wide variety of research based teaching methods and developmentally appropriate practices to provide an instructional program that will accommodate each student's learning needs. Using results from PACT, MAP, DIBELS and teacher-made assessments, teachers continually analyze and evaluate the needs of students. Teachers collaborate through weekly meetings to plan for a variety of instructional methods. Instruction is driven by South Carolina Curriculum Standards which are displayed in classrooms daily. These displays provide a constant reminder to the students of the standard for which they are responsible for learning.

With the help of anchor charts, Thinking Maps, Streamline videos, PowerPoint Programs, demonstrations, modeling, and the SMART Boards®, teachers use whole group instruction to introduce new concepts. To further meet individual student needs, teachers use small flexible grouping to remediate, enrich, and accelerate students' learning. Included in the small group instruction are guided reading groups, literature circles, learning stations, peer tutoring and collaborative learning groups. All classrooms provide students with print rich environments, multi-leveled materials, SMART Board® lessons, hands-on science and math lessons, and authentic assessments across the curriculum.

Our Literacy Intervention Team helps teachers in grade K - 3 identify and target students reading significantly below level. These students also work with a reading interventionist with the goal of reading at grade level by the end of third grade.

Our gifted and talented students in grades 3 through 5 are instructed with a research inquiry approach by a trained teacher. Special education students are mainstreamed as much as possible. Individual paced Computer Assisted Instruction is provided daily for all students. Students attend a weekly technology class as part of the arts rotation.

Our teachers are focused and committed to meeting the instructional needs of all students.

5. Professional Development:

Chukker Creek Elementary operates as a professional learning community that focuses on student growth and achievement with planned professional training for administrators, faculty, and staff. Our professional development is aligned with goals of the school and district improvement plans.

Technology is one major focus that is at the forefront of our professional growth. Our school strives to integrate technology into classroom instruction and planning. Currently, 71.4% of our classrooms are equipped with SMART Boards®. The majority of the teachers have had extensive training in the use of SMART Boards® by taking a course offered by the District. Staff development has been provided for teachers for Streamline Videos, Test View, analyzing and using data obtained from MAP testing, and other assessment services.

Each grade level meets weekly with the administrators for UPGRADE (Unit Planning: Goals, Research, Action, Discussion, and Evaluation). These meetings focus on specific needs of students and teachers in each grade level.

Presently, our school district's focus is upon reading improvement. Because our school was one of 7 in the district chosen to help launch the district wide reading initiative, professional development in implementation of the literacy model is another area at the forefront of our professional growth. During the 2008-2009 school year, our faculty has been trained in the reading initiative concepts by a district reading specialist. Other areas of staff development include DIBELS, differentiated instruction, Great Leaps, Learning Styles, Thinking Maps, and Write from the Beginning.

Our teachers attend conferences, workshops, and take courses for professional growth. Over 50% of our certified teachers have a Masters Degree or above. Four teachers are National Board Certified. Because our teachers have common grade level planning times, they collaborate through instructional dialogue, sharing best practices that include differentiated instruction and flexible grouping. MAP data is posted in the teacher workrooms to promote the planning of instructional and assessment practices that can benefit all students.

6. School Leadership:

Chukker Creek Elementary has a full time principal and assistant principal. Administrators meet monthly with a leadership team consisting of the eight department heads. School testing data is reviewed and discussed, along with the results of grade level meetings. The focus of these meetings is to longitudinally align the goals, instruction, and professional development for school wide improvement.

UPGRADE (Unit Planning: Goals, Research, Action Discussion, and Evaluation) is our school's version of professional learning communities. Every Thursday, each teacher meets with the principal and assistant during his or her grade level's common planning period. The group examines data; develops goals based on the data; finds research-based strategies to meet the goals; implements the strategies; discusses the effectiveness of the strategies over time; and ultimately evaluates the students' achievement of the goal. Such a data-driven approach to school improvement has positively impacted our student achievement over the past three years. A valuable side-effect has been the increase in teacher satisfaction indicated by end-of-year surveys, with higher levels of satisfaction reported in almost every area.

Chukker Creek Elementary has a very active PTO and School Improvement Council. Both groups focus on school needs and improvement. The administration meets regularly with both groups and also conducts meetings with the chairpersons of each in order to maintain a smooth flow of activities. Both the principal and assistant principal remain visible during the school day. Beginning each morning with car or bus line, the administration welcomes students to a new day of school. They spend time each day in classrooms observing instruction and student work. They end the school day by monitoring afternoon car line.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Palmetto Achievement Challenge Test

Edition/Publication Year: 2003-2008 Publisher: South Carolina Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	53	54	59	43	48
% Advanced	34	22	33	12	16
Number of students tested	107	121	104	113	110
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	2	0	0
Percent of students alternatively assessed	0	0	2	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	50	26	32	21	18
% Advanced	38	19	16	3	4
Number of students tested	24	27	25	38	28
2. Racial/Ethnic Group (specify subgroup): African-American					
% Proficient plus % Advanced	36	29	60	19	17
% Advanced	23	10	11	7	0
Number of students tested	22	21	18	27	30
3. (specify subgroup): White					
% Proficient plus % Advanced	55	59	64	52	60
% Advanced	35	25	36	13	22
Number of students tested	77	94	78	77	73
4. (specify subgroup): Disabled					
% Proficient plus % Advanced	30			0	
% Proficient plus % Advanced	20			0	
Number of students tested	10			10	

Notes:

Subject: Reading

Grade: 3 Test: Palmetto Achievement Challenge Test

Edition/Publication Year: 2003-2008 Publisher: South Carolina Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	73	82	87	73	77
% Advanced	16	12	24	11	26
Number of students tested	105	120	102	113	111
Percent of total students tested	98	99	98	100	100
Number of students alternatively assessed			2		
Percent of students alternatively assessed			2		
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	67	56	67	45	55
% Advanced	13	4	4	5	10
Number of students tested	24	27	24	38	29
2. Racial/Ethnic Group (specify subgroup): African-American					
% Proficient plus % Advanced	55	71	63	48	48
% Advanced	5	10	0	0	7
Number of students tested	22	21	18	27	31
3. (specify subgroup): White					
% Proficient plus % Advanced	95	84	93	82	90
% Advanced	17	13	30	14	33
Number of students tested	75	90	76	77	73
4. (specify subgroup): Disabled					
% Proficient plus % Advanced	40			60	
% Proficient plus % Advanced	20			0	
Number of students tested	10			10	

Notes:

Subject: Mathematics

Grade: 4 Test: Palmetto Achievement Challenge Test

Edition/Publication Year: 2003-2008 Publisher: South Carolina Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	65	55	52	57	41
% Advanced	39	27	22	26	22
Number of students tested	133	105	115	115	121
Percent of total students tested	100	100	100	99	100
Number of students alternatively assessed	1	2	0	0	0
Percent of students alternatively assessed	1	2	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	54	15	21	27	17
% Advanced	14	7	6	4	2
Number of students tested	28	27	33	26	42
2. Racial/Ethnic Group (specify subgroup): African-American					
% Proficient plus % Advanced	48	22	20	18	23
% Advanced	17	11	4	0	8
Number of students tested	23	18	25	28	26
3. (specify subgroup): White					
% Proficient plus % Advanced	69	61	58	70	47
% Advanced	42	30	27	33	26
Number of students tested	102	76	81	81	86
4. (specify subgroup): Disabled					
% Proficient plus % Advanced	20				
% Proficient plus % Advanced	10				
Number of students tested	10				

Notes:

Subject: Reading

Grade: 4 Test: Palmetto Achievement Challenge Test

Edition/Publication Year: 2003-2008 Publisher: South Carolina State Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	65	61	53	55	47
% Advanced	8	1	10	5	2
Number of students tested	133	103	113	116	119
Percent of total students tested	100	98	98	100	98
Number of students alternatively assessed	1	2	0	0	0
Percent of students alternatively assessed	1	2	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	29	33	24	33	24
% Advanced	4	0	3	0	0
Number of students tested	28	27	33	27	41
2. Racial/Ethnic Group (specify subgroup): African-American					
% Proficient plus % Advanced	43	28	16	24	31
% Advanced	4	0	4	3	0
Number of students tested	23	18	25	29	26
3. (specify subgroup): White					
% Proficient plus % Advanced	70	69	62	65	54
% Advanced	10	1	13	5	4
Number of students tested	102	75	79	81	84
4. (specify subgroup): Disabled					
% Proficient plus % Advanced	20				
% Proficient plus % Advanced	0				
Number of students tested	10				

Notes:

Subject: Mathematics

Grade: 5 Test: Palmetto Achievement Challenge Test (PACT)

Edition/Publication Year: 2003-2008 Publisher: South Carolina Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	65	54	61	44	53
	35	30	36	22	30
Number of students tested	109	111	120	117	120
Percent of total students tested	99	100	99	100	100
Number of students alternatively assessed	2	0	0	0	0
Percent of students alternatively assessed	2	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	40	27	41	23	14
	12	7	18	8	4
Number of students tested	25	30	34	37	28
2. Racial/Ethnic Group (specify subgroup): African-American					
% Proficient plus % Advanced	38	30	28	30	15
	13	9	10	13	0
Number of students tested	16	23	29	23	33
3. (specify subgroup): White					
% Proficient plus % Advanced	69	58	72	48	66
% Advanced	37	35	43	24	41
Number of students tested	81	80	84	83	86
4. (specify subgroup): Disabled					
% Proficient plus % Advanced					25
% Proficient plus % Advanced					8
Number of students tested					12

Notes:

Subject: Reading

Grade: 5 Test: Palmetto Achievement Challenge Test

Edition/Publication Year: 2003-2008 Publisher: South Carolina Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	61	45	60	51	43
% Advanced	4	2	7	3	10
Number of students tested	110	110	121	117	115
Percent of total students tested	100	99	100	100	96
Number of students alternatively assessed	2	0	0	0	0
Percent of students alternatively assessed	2	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	42	7	41	30	17
% Advanced	0	0	3	0	4
Number of students tested	24	30	34	37	24
2. Racial/Ethnic Group (specify subgroup): African-American					
% Proficient plus % Advanced	47	17	40	44	14
	0	0	3	0	0
Number of students tested	17	23	30	23	29
3. (specify subgroup): White					
% Proficient plus % Advanced	61	51	68	52	54
	5	3	8	4	14
Number of students tested	82	80	84	83	85
4. (specify subgroup): Disabled					
% Proficient plus % Advanced					
Number of students tested					

Notes: